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ABSTRACT

This report presents results of a task force analysis and synthesis of responses from the field regarding the discussion paper, Continuing Education: The Third System. It consists of seven components from which the task force analyzed responses. Within each of these sections, the analysis outlines points of consensus; points of controversy; and points of differences between school boards, colleges, and universities. The seven categories are definition and philosophy, adult basic education, coordination (local and provincial coordination and the roles of institutions), infrastructure (training of adult educators, provision of counseling and information services, information for future planning, and research), access to continuing education (TV Ontario, correspondence education, and distance education), legislation and funding, and francophone response. A list of points raised by respondents and not covered elsewhere in the report is also provided. Appendixes, amounting to approximately one-half of the report, include a distribution list of the discussion paper; a list of respondents; a review of selected literature relating to continuing education, entitled "Historical and Developmental Trends in Continuing Education"; and a copy of the response form. (YLB)

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Ontario Ministry of Education
Ministry of Colleges and Universities

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WORKING PAPER:
PUBLIC RESPONSE ON CONTINUING EDUCATION

CE 032 148

December 1981

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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INTRODUCTION

The Discussion Paper, Continuing Education: The Third System was released by the Minister, the Honourable Bette Stephenson, on February 21, 1981, and the initial distribution was to Presidents of Universities, Presidents of Colleges, Chairmen of School Boards. Simultaneously, the Deputy Minister, Harry K. Fisher, forwarded copies of the document to Directors of Education, Continuing Education Personnel, and Interested Members of the Continuing Education Community. As of September 1, 14,700 copies of this Report in English and French have been distributed. (See Appendix 1.)

To provide a focus for public response to the Discussion Paper, a Task Force of officials from the Ministries of Education/ Colleges and Universities was formed. In addition, the Task Force analyzed and synthesized reponses from the field. This report represents the results of that activity.

From the date of release of the Report, members of the Task Force have responded to over forty requests for presentations and discussion of the paper from professional groups, school boards, CAATs, universities and volunteer organizations, school trustees, and other groups. Public meetings have been held in Toronto, Hamilton and London. In addition, presentations were made at two of the Principals' Courses.

Within each Discussion Paper a response form consisting of twenty-one issues was included (see Appendix 4). Responses were requested by September 1, 1981. By the middle of September approximately 590 response sheets and 97 briefs had been received. Appendix 2 contains a list of respondents to this Discussion Paper. It should be noted that in some cases respondents submitted a written brief as well as the response sheet. In comparing the number of responses received to Discussion Papers distributed, cognizance must be taken of the fact

that within an organization discussion amongst its members may have taken place but only one response forwarded to the Ministries.

This report can be viewed as consisting of seven components:

a) definition and philosophy;
b) adult basic education;
c) coordination;
d) infrastructure;
e) access;
f) legislation and funding;
g) francophone response.

The Task Force has analyzed the responses in terms of these seven categories. Within each of these sections, the analysis outlines points of consensus, points of controversy, and points of difference amongst school boards, colleges, and universities*.

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* This terminology is used throughout the report. As such, it represents the responses of individuals, groups, organizations, or institutions associated with each sector.

DEFINITION AND PHILOSOPHY

In the Discussion Paper, continuing education was conceptualized as a "third system" for two reasons: (a) to call attention to a relatively invisible but significant part of our educational system, and (b) to provide a context in which the responsibilities of the two Ministries could be examined. Those responsibilities lie primarily within the schools, the colleges, and the universities.

Many respondents took exception to this conceptualization which was little more than a metaphor for continuing education as it now exists. For many respondents, the concept of the third system may have got in the way of a clear response to the overall discussion. One brief which rejected the "third system" assumption regarded "continuing education as a natural extension of the other existing educational systems, supplemented by community resources". In contrast, the Discussion Paper said "while continuing education has become a significant part of the two traditional systems, it also includes an enormous range of learning activities outside of the traditional institutions". The two descriptions differ only in the emphasis given to the role of other agencies in the community.

The response from agencies outside the school, college, and university sectors seemed to indicate that many of them look to the Ministries of Education and Colleges and Universities for leadership and assistance in continuing education. A major question arising from this part of the discussion is: To what extent can the Ministry of Education and the Ministry of Colleges and Universities relate to those third sector agencies which are not part of the education systems, but bear some relationship to the systems for which the Ministries have direct responsibility?

A. Policy

Current Situation

Although policy is to be found in legislation, regulations, and statements, no complete statement exists, no philosophy has been enunciated about continuing education, and government commitment must be inferred from funding and other practices.

Responses to the Discussion Paper

The review was initiated in response to a call from the field for leadership. The Discussion Paper suggested that leadership should begin with a philosophy and a statement of policy, both embedded in the concept of lifelong learning. The responses have unequivocally supported these two points. Seventy-eight per cent of all respondents rejected evolution of continuing education without a commitment to policy (2 A).* Sixty-six per cent supported the adoption of a statement of principles (2 B). Sixty per cent of all respondents were prepared to endorse a more specific articulation of a philosophy of lifelong learning. For universities, the choice of a more formal statement was supported more strongly than the statement of guiding principles. Several briefs referred to another dimension of commitment: the necessity for local school boards and institutions to enunciate their own philosophy, policy and commitment.

Many of the briefs have suggestions for guiding principles. The theme of lifelong learning is prominent in many of them.

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* (2 A) - Issue 2A. Refer to the Response Sheet for exact statement of this issue. This format is used throughout this report.

B. Definition

Current Situation

There are many interpretations of what continuing education is. Most of these arise from practices in the various systems. In the schools, it is what is funded; in the universities it is what is not funded. Therefore the Discussion Paper tried to conceptualize continuing education before moving on to an operational definition. The definition provided for discussion was "the provision of opportunities for lifelong learning in English and in French to adult learners who are not involved in traditional full-time credit programs".

Response to the Discussion Paper

The issue of definition predictably generated a heavy response. Eighty-five per cent of all respondents called for the inclusion of part-time credit courses within continuing education (1 A). On the other hand, 86% of all university respondents rejected this position.

The minimum age of 16 was rejected by 50% of all respondents, and supported only by 40% (1 B). In all systems, however, there was mixed reaction. A substantial proportion of each system response supported an age limitation. The division in school board responses was almost even: 40% in favour of a minimum, 16% qualified support, and 48% opposed.

Seventy-six per cent of all respondents opted for a broad definition that would include activities beyond the formal institutions (1 C). Another 8% gave qualified support. This consensus applied across schools, colleges, and universities. Many briefs contained proposals for a different definition.

ADULT BASIC EDUCATION

Current Situation

One major thrust toward the development of the Discussion Paper was the concern of many volunteer agencies and educational institutions expressed during the Bill 19 hearings regarding the lack of government leadership in Adult Basic Education (ABE).

Almost all responses stated that ABE was sorely needed. The Federal Government recognized that undereducation was a major factor contributing to unemployment and consequently started funding programs that would alleviate this situation. Undereducation propagates a lower standard of productivity for the country. This in turn multiplies detrimental socio-economic problems. However defining undereducation is difficult since it cannot be measured.

Responses to the Discussion Paper

It was very clear from the responses regarding support of programs which include language, computational, and basic life skills that the Ministries should support these programs, 85% (3 A). The amount of commitment by the Ministries may well be restricted to the funds available but a reading of the briefs indicated that there was a strongly expressed need for ABE.

For universities, this was apparently not an issue since they did not perceive their primary role as involving ABE.

In general, the colleges supported the position of the Discussion Paper. Almost any college or school board brief will lead the reader to realize the expressed need for ABE programs by both of these bodies. The Discussion Paper showed dramatically the extent of undereducation in Ontario, but a few colleges suggested that the interpretation of the 1976 Canadian Census Statistics understated the

problem. It was generally recognized that the retention of any education obtained is proportional to the extent it is used. Hence it can be extrapolated that more than 25% of Ontario citizens are undereducated. Since an adult requires a Grade 9 skills and comprehension level of education so as not to be a liability to our society in an economic sense, there is obviously a strong need for ABE.

The responses of the school boards in relationship to the needs for ABE paralleled those of the colleges. Many boards expressed views that to teach ABE subjects effectively and efficiently the use of volunteers to support a teacher was necessary. While the Discussion Paper did not speak directly to English Second Language or French Second Language programs, several boards raised this issue when speaking to ABE. School boards and colleges stated they were prepared to continue programs but requested appropriate funding for this work.

Many school boards recommended that teachers who were genuinely interested in teaching adults should become certified in this area. School boards felt they could determine local need for undereducation and meet those needs without central control.

There was a strong call for the Ministries to lead in the field of ABE. All briefs regardless of their source asked for leadership, guidance and policy. Practically all respondents stated that local needs of their community could be best identified and met by educational authorities.

The responses from the non-institutional sector indicated that ABE was the "right" of every citizen. Many groups would be interested in presenting programs in the area of ABE providing funding from the Ministries is available.

General Responses to ABE

This section of the Discussion Paper generated the widest range of comments. A sample follows:

1. Public awareness and advertising campaigns are required at both the provincial and local level.

2. A public literacy foundation should be formed.

3. ABE grants should be higher than normal grants.

4. ABE should be free.

5. Paid educational leave for teachers is necessary.

6. Pilot funding for new methods is required.

7. The need for ABE is increasing since the number of drop outs from secondary school is increasing.

8. Technology will exacerbate the situation for the undereducated.

9. Women, especially mothers, must have access to ABE. This includes financial support and day care.

10. A specialized curriculum is required.

11. Native people have significant ABE needs.

12. School boards should be allowed to enter agreements with the private or non-profit sector.

13. Student loans are necessary.

14. If an adult attends an ABE day school, no income tax write-off is allowed.

15. Adults should be funded regardless of the institution attended.

16. The Education Act provides for seven years of free secondary schooling. Adults should be encouraged to use this option.

COORDINATION

The Discussion Paper pointed out that cooperation, coordination, and advocacy are needed for continuing education. The issues of local and provincial coordination and the roles of institutions were introduced in that context.

A. Local Coordination

Current Situation

There are no procedures for coordination in government policy. In some areas of the Province, local councils have been formed in response to local needs. Several organizations exist which serve the needs of their own systems (Continuing Education School Board Administrators, Provincial Committee of Continuing Education Officers, Ontario Council for University Continuing Education). Others serve the constituencies generally of continuing and community education.

Responses to the Discussion Paper

Community learning councils were proposed as an appropriate means of local coordination, if they developed "in response to local needs and circumstances". Respondents apparently agreed; 57% of all respondents supported this option and 16% more gave qualified support. (4 B). There was heavy support from the university sector for this option (89%). Reservations expressed about the councils included a need for careful definition of their role, and the need for funding. The community learning council could strengthen local autonomy, but should not do so at the expense of the autonomy of the institutions it represents.

Several successful councils in the province (e.g. in London, Brantford, Kingston) illustrate the varied structures that are possible,

and the variety of roles they may take. Of the list provided in the Discussion Paper, assessment of learning needs, provision of information, and coordination of offerings were most often mentioned as possible functions. Career and education counselling was often described as a pressing need that a community council could organize.

The recently-formed Industry-Education Council (IEC) of Hamilton focusses on career awareness and liaison between schools and industry. It links representatives from all levels of education and from training and development and manpower divisions of industry and government. It is another model that may have implications for local co-ordination and provision of career counselling.

B. Provincial Coordination

In the past several years, and especially in the forum of Bill 19 hearings, educators and others in Ontario have called for provincial leadership in continuing education. Respondents saw several forms this leadership might take.

In response to Issue 5, two options received the greatest support. Sixty-nine per cent gave support to creation of a Minister's advisory committee (5 C). Approximately 60% supported creation of an inter-ministerial Task Force, and a single focal point for leadership (5 B). The latter option was not well understood, as many comments pointed out. The further question of encouragement for provincial organizations was given 75% support, with a further 9% of qualified support (5 E). It is clear at this time that professional organizations (CESBA, PCCEO, OCUCE) command more loyalty from continuing educators in the various systems than an umbrella organization might.

C. Role of Institutions

Current Situation

Many people believe that overlap and duplication among various institutions is costly and unnecessary. The Discussion Paper referred to research and opinions that suggested these fears were over-emphasized. The concept of lifelong learning and education as outlined in the paper included an element of healthy competition.

Responses to the Discussion Paper

The response to the issue of institutional roles was very clear. Only "contentious competition" should be reduced. The overlap and duplication that exist, and the competitions that exist are not undue, and merely the reflection of a healthy situation. In answer to the options of Issue 6, nearly 79% supported the encouragement of co-operative arrangements among providers of continuing education (6 D), while 68% supported the involvement of school, college, and university representatives in identifying their roles (6 A). Given the strong emphasis on local autonomy, this step might be effective only at the local level. Less than half of the respondents agreed to government intervention which would determine spheres of influence and mandate the end of overlap (6 B).

In summary, the leadership role of the Ministries should, in the view of respondents, provide philosophy, policy, and a light hand in co-ordination. Needless to say, funding was also expected. Although some briefs called for strong central leadership, most seemed to favour "decentralized facilitative leadership". Some responses, particularly those from beyond the educational institutions, called upon the Ministries to foster liaison between all government ministries and to exert leadership in the area of ABE.

Solutions which rely upon local action can only be developed through consultation. This theme ran throughout the replies to most of the issues on coordination. Several responses suggested that a natural evolutionary process was occurring. The government's role may be to facilitate and expedite it.

INFRASTRUCTURE

This section deals with four aspects: the training of adult educators; provision of counselling and information services; information for future planning; and research.

A. Training of Adult Educators

The Discussion Paper noted that adults require different methods of instruction and an understanding that their method of learning differs from children. Adult educators require programs of training or upgrading which prepare them for teaching adults. Certification does not necessarily meet this need.

Responses to the Discussion Paper

The overall "yes" responses for the six issues in this section were supportive of this position, ranging from 54% to 64%. If the "yes/but" responses are included then the range is 65% to 76%.

The college responses to the issues were consistently below the corresponding "yes" response, ranging from 36% to 51%. Possible reasons are that:

1. Documents exist (7 A);
2. The perception by some is that any document produced is of little utility (7 B);
3. Training for adult educators is overrated and knowledge of the field is more important;
4. Training of adult educators is the responsibility of the employing college.

The universities tended to be more supportive of pilot training program projects (7 C) and provincial associations (7 F); 75% and 57% respectively responded "yes". For school boards, the "yes" responses approximated the overall "yes". Support for resource

documents, program outlines, and pilot projects probably represents the emerging importance of continuing education for school boards. School boards had a more positive attitude to training and credentialism than colleges or universities in this area.

In general there does appear to be a need to coordinate and develop materials for instructors of adults. These materials should include languages of instruction, in addition to English or French. Whatever training is provided should be practical. The idea of a resource centre for adult educators was proposed. Another idea was the concept of training programs both on an individual and group basis.

B. Counselling and Information Services

The Discussion Paper pointed out that counselling and information services are the key element in matching the adult learner needs to the locally available programs. As such these services should be readily accessible and free of institutional bias. Counsellors of adults require a special set of skills and competencies and hence training and upgrading of personnel might be required.

Responses to Discussion Paper

There was not overwhelming support for the six propositions in this section. The overall "yes" responses ranged from 43% to 58%. For each issue, school board and college responses were below the corresponding overall "yes" response. Except for learning directories (8 F) the "no" response was significant for all educational institutions, ranging from 23% to 40%.

Regarding the provision of counselling service, a strong case was made for government funded storefront counselling centres. These centres would also assist individuals with social services other than education. Some briefs mentioned the need for programs and curriculum

materials for guidance personnel. One brief suggested that secondary schools develop an outreach program and that all counsellors be certified. Some briefs mentioned that the existing resources could be better utilized.

Regarding the question of SGIS (8 D), many respondents stressed the importance of technology in assisting people with their counselling needs. Telephone access (8 E), unless regionalized, was felt to be impractical. Similar comments were made on learning directories.

C. Information for Future Planning

Responses to the Discussion Paper

Issues 9 A and 9 B pertained to the gathering and disseminating of information on continuing education. There was some support from all sectors, indeed 86% of universities responded "yes" to dissemination of information (9 B). It appeared that there was little knowledge amongst universities of continuing education programs offered at other universities. Many university responses mentioned that they had little knowledge of school board or college activities.

Regarding the public commission to monitor programs (9 C), there was little support amongst school boards, colleges and universities. Such a commission was viewed with suspicion or seen as another bureaucracy.

Some respondents, though not a plurality, felt that the collection of information was of marginal utility and would not justify the cost. Other respondents pointed out the fact that little is known concerning students and programs in continuing education. Hence information is vital for better program planning and policy development. Other respondents requested that information from organizations, in addition to school boards, colleges and universities, be included and that this information be broadly disseminated.

D. Research in Continuing Education

The general feeling was that research is a priority but not a high one.

ACCESS TO CONTINUING EDUCATION

The term "access" as perceived by the school boards, colleges and universities refers to: (1) the ability of the learners to avail themselves of learning opportunities that they need or want, and (2) the ability of the institution to provide courses/programs to meet the needs of students on an irregular basis and at irregular times. A number of briefs spoke to the need for providing education to the undereducated who have jobs, but whose jobs have unusual work hour patterns; e.g.: shift workers, 'on call' workers, seasonally employed workers, and mobile workers. It is interesting to note that several briefs pointed out that these people are amongst the undereducated and yet our current system caters more to those who have had considerable education. Two briefs outlined the problems relating to the geographic isolation of students.

TV Ontario

From the responses regarding TV Ontario and because of its broad coverage, it was evident that the educational authorities favoured this medium as a major education carrier. Issue 14 dealt with the involvement of TV Ontario in the provision of formal continuing education services. All six sections of this issue reflected definite encouragement and support for involvement. Colleges and universities stressed the importance of being involved in the production of programs more suitable for the colleges and universities through TV Ontario. Another point made was the need to re-evaluate TV Ontario's mandate to ensure these needs were met.

Correspondence Education

Issue 13 dealt with correspondence education. Some 49% of respondents favoured changes by the Ministries. It is interesting to note the responses of the 16% who answered with a qualified yes. School board written responses reflected two themes:

a) Correspondence courses may lower academic standards.

b) Correspondence Education should provide access to, and guidance for, school boards wishing to enter into education through correspondence.

Responses from colleges and small universities reflected the need for financial support to develop programs in keeping with their existing and perceived needs.

It is interesting to note that several colleges and universities have utilized television for educational credit programming.

Some briefs indicated a need for the funding of pilot projects in this area while others indicated a need for Ministry guidance to eliminate subject area overlap.

Distance Education

Distance education refers to the providing of education through other than traditional classroom methods. The new media used for this form of information transmittal are television, telephone radio, telephone, and audio video cassettes. Several briefs recognized the potential of these media as tools in education but felt leadership was necessary from the Ministries regarding the thrust and endeavours they must show. Although all colleges indicated interest, northern colleges expressed more strongly the conviction that distance education should be propagated through these media. One college was operating its own form of distance education via the electronic media, having classes meet in remote areas. While this form of education is succcessful the cost is very high when compared to a straight correspondence program.

School boards, colleges, and universities felt reasonably strongly about the need for government policy on lifelong education.

They did feel strongly that there should be more work related courses and programs (15 E). In addition to the need for work related programs it was felt that continuing education should establish closer links between the public and private sectors.

Regarding the issue of alternative forms of certification for non-traditional learning, there was significant support of 62% (16 A,B). School boards felt that colleges did make an effort to evaluate work experience in terms of credit allowed. Universities did not consider non-traditional forms appropriate for degree purposes. School boards stated that they were content with the current H.S.1 policy regarding mature student credits.

LEGISLATION AND FUNDING

A. Legislation

Current Situation

Much of Ontario's policy in the area of continuing education is already set out in legislation and regulations.

For CAATs, the Ministry of Colleges and Universities Act, 1971, establishes a clear mandate for the delivery of what can be described as continuing education; that is, they are authorized to deliver courses offered in "day or evening" and for "full-time or part-time students". In addition, Ontario Regulation 169 establishes a mandate to meet the needs for "adult education".

While the Acts of the Legislature establishing the universities as degree-granting institutions do not spell out specific mandates to deliver "continuing education", universities are given the autonomy to meet any educational needs which they perceive.

The Education Act spells out the Minister's right to make regulations with respect to evening classes and "adult education" and gives the Ministry authority to provide "correspondence courses". The Act also sets out funding conditions, deals specifically with admission to evening classes, and refers to the establishment of vocational courses. Ontario Regulation 704/78 sets out the regulations governing "continuing education classes".

Responses to the Discussion Paper

The Discussion Paper briefly addressed the question of whether distinctive legislation in the area of continuing education was desirable. Responses to the Discussion Paper indicated very little support for distinctive or separate "continuing education" legislation (only 28% of respondants indicated unqualified support for this option).

It is interesting to note that there was some support for this concept in the university community (53% expressed full or qualified support) (17 A1).

There did appear to be support for the extension and systematization of current legislative provisions and for making appropriate changes to other documents which suggest policy in this area (63% expressed full or qualified support compared to 16% which opposed such action) (17 A2).

B. Funding

Current Situation

Funding of "continuing education" in Ontario is primarily through the school boards, colleges, and universities. Global funding is the typical approach.

For colleges, the Audited Enrolment Report Guidelines set out several categories for part-time students, including part-time post-secondary students and part-time non-post-secondary (vocational, avocational, and management development). Part-time credit courses are normally funded on the same basis as full-time credit courses whereas non-credit courses do not receive provincial support.

For universities, the Ontario Operating Formula Manual sets out the requirements to be met by enrolment data for funding purposes. Funding for part-time students is on a full-time equivalent basis for credit courses. However, the fees of some universities are higher for part-time study than for full-time. Non-credit courses are not eligible for provincial funding.

For schools, the General Legislative Grants (O.Reg.228/80) spell out financial policy concerning continuing education (summer schools or evening classes). Enrolment is obtained by converting the

hours of instruction to full-time equivalents. Funding is provided for credit and non-credit courses.

Responses to the Discussion Paper

The Discussion Paper addressed the issues of funding in general and distinctions between funding for full-time and part-time students and credit and non-credit courses.

Responses to the Discussion Paper indicated little support, for continuation of the current "no strings attached" approach to funding for continuing education (49% against compared to 21% who expressed unqualified support) (18 A). Strong support was indicated for the earmarking of some grants according to government priorities (70%) (18 B) and for the possibility and desirability of mandating a public accounting of continuing education grants and their use by institutions (77%) (18 C). Support for this approach was somewhat less strong from the organizations most affected, i.e., school boards, colleges and universities (68%).

Very strong support was indicated for the suggestion that funding for part-time credit courses be equitable with their full-time equivalents (a total of 75% expressed support or qualified support) (19 A). However, there was more support for having government encourage institutions to work towards this goal than for government to require institutions to implement it (20 B).

On the matter of funding for non-credit courses, responses to the Discussion Paper were mixed. There was not widespread support for the concept that non-credit courses be funded equally with credit courses (21 A) although there was strong support for the provision of meaningful funding for non-credit courses (55% opposed token funding compared to 31% in favour) (21 B). In this regard it would appear that there is a consensus in support of categorizing courses by criteria other than their credit value and only a small plurality in favour of differentiating between credit and non-credit courses for funding

purposes. It is interesting to note that more school boards and universities opposed differentiating between credit and non-cedit courses than supported it.

FRANCOPHONE RESPONSE

Responses to the French-language questionnaires supported by and large the findings outlined previously in this report. It is interesting to note that school boards having responsibility for French-language education, and separate school boards in particular, have availed themselves of the opportunity over the last few years to offer a wide variety of credit and non-credit courses by way of the community school umbrella. While it was strongly suggested that the Ministries of Education and Colleges and Universities formulate a policy regarding continuing education, it was proposed that any new definition not exclude non-adult learners since this group is provided with valuable learning experiences and programs outside the regular school hours, in particular those students enrolled in rural schools. Any changes to the present status, it was argued, would seriously undermine the school boards' flexibility to meet the educational and cultural needs of their students and their supporters.

Another consideration relates to the funding of continuing education programs, which is lower for separate school boards than for boards of education. Separate school boards contended that they were discriminated against by the grant allocation and were subjected to very stringent continuing education expenditure ceilings based on the 3% of the total day school average daily enrolment rather tha 5% as is presently the case for boards of education.

In addition to the above, several separate school briefs suggested that additional grants be made available for the teaching of French as a first language and French as a second language and that the Ministry of Education consider the appointment of education officers to respond to the religious and linguistic needs of continuing education students in their jurisdiction.

It should be recognized that the delivery of French-language non-credit and interest courses does not rest solely with educational establishments. There are in this province a great number of cultural

centres which offer a variety of courses on a fee-paying basis. In order to subsist, however, these centres enter into an agreement with local school boards. This arrangement, it was pointed out, is not an ideal one and it has caused an element of frustration for administrators of the centres; hence their request for complete recognition by the Ministries of Education and Colleges and Universities for support on the same basis as educational establishments.

POINTS RAISED BY RESPONDENTS NOT PREVIOUSLY COVERED

The following is a list of comments which in the opinion of the Task Force should be noted and are not covered by the previous sections.

1. Continuing education is viewed by school boards as an important public relations vehicle.

2. The concept of a credit course should be disassociated from certification and changed to imply any course undertaken by a learner in which that learner is evaluated by a teacher/instructor.

3. Many respondents viewed ABE as a "right". The idea was also expressed that lifelong learning is a "right".

4. Many senior citizens noted that the Discussion Paper was silent in their area.

5. Roman Catholic school boards raised the issue of equity and equality with respect to boards of education in terms of continuing education programs.

6. The issue of provincial control versus provincial leadership was articulated in many briefs.

7. Another prevalent issue was the perceived lack of public participation in this process.

8. Some school boards expressed the desire to be free to enter into agreements with the private sector and with colleges both to obtain services and to provide services.

9. The issue of paid educational leave was cited by many briefs.

10. One brief cogently expressed the specific learning needs of women.

11. One brief interpreted telephone access as providing an ombudsman role for adult learners.

12. School boards tended to express the view that community education and continuing education are interwoven.

APPENDIX 1
Distribution List

Received report	Number of copies
Ministry of Education	528
Regional Offices	615
Other Educational Institutions	412
Reserved Lists	383
Other Ministries	50
SUB TOTAL - (1)	1,987

Category	Number of copies
(01) Elementary schools	3,875
(02) Secondary schools	567
(04) CAATs	622
(05) Universities	52
(06) Individuals	217
(07) Non-Profit Organizations	20
(08) Private Sector	2,339
(09) School Boards (Public)	740
(10) School Boards (RCSS)	266
(11) Municipalities	4
(12) Hospitals	18
(13) Civil Servants (Prov.)	250
(14) Military	0
(15) Library	892
(17) Federal Government	1
(18) Church	7
(19) Museum	31
(20) Education Organization/Association	1,839
SUB TOTAL - (2)	11,740

GRAND TOTAL =	SUB TOTAL - (1)	1,987
	SUB TOTAL - (2)	11,740
	FOR SALES	980
		14,707

APPENDIX 2

List of Response Forms and/or

Briefs Received by September 18, 1981,

Where Identification Was Possible

01 ELEMENTARY SCHOOLS

Schumacher Public School
James A. Magee Public School, Hanover

02 SECONDARY SCHOOLS

French River District Secondary School, Noelville
Stratford Central Secondary School
Queen Elizabeth, Sioux Lookout
Ecole Secondaire de Casselman
Ottawa Technical High School
Confederation Secondary School, Val Caron
Westgate Collegiate Vocational, Thunder Bay
Westmount Secondary School, Hamilton
Stayner Collegiate Institute
Eastern High School of Commerce, Toronto
High School, Carleton Place
Blenheim Distr. High School
George Vanier S.S., Willowdale
West Elgin S.S., West Lorne
Westdale S.S., Hamilton, Ont.
Parry Sound High School
Collingwood Collegiate Institute
Elizabeth Collegiate & Vocational Institute, Kingston
Caledonia High School
Western Technical Commercial School, Toronto
Centre Wellington Distr. High School, Fergus
Cite des jeunes, Kapuskasing
East Lambton S.S., Waterford
Bawating C & Voc. School
Streetville S.S.
Ecole Montfort, Ottawa
Vincent Massey Collegiate Inst.,Etobicoke
Champlain High School, Pembroke
General Brock High School, Burlington
Orchard Park S.S., Stoney Creek
Lord Elgin Vocational School,Niagara Falls
West Park Secondary School, Toronto
Ernestown Secondary school, Odessa
General Wolfe High School, Oakville
Aldershot High School, Burlington
Sir John A. Macdonald Collegiate, Agincourt
L'Amoreaux Collegiate, Agincourt
Brantford Collegiate Institute & Voc.School, Brantford
Earl of March S.S., Kanata
Northmount Junior High School, Willowdale
Grantham High School, St. Catharines
Timmins High & Voc. School
Sir John A. Macdonald High School, Ottawa
Erindale S.S., Mississauga
Mayfield S.S., Branmpton
Osgoode High School, Metcalfe

Lockerby Composite School, Sudbury
John F. Ross C.V.I., Guelph
Stormont, Dundas & Glengarry Alternative School
St. Lawrence High School, Cornwall
Madawaska Valley District High School, Barry's Bay
Ecole Secondaire Le Caron, Penetanguishene
Welland Eastdale S.S., Welland

03 ROMAN CATHOLIC SEPARATE SCHOOLS

Ecole Cardinal Leger, Ottawa
Prince of Peace School, Ottawa
Ecole Presault, Orleans
Ecole Notre Dame De Fatima, Longlac
Ecole Des Pins, Ottawa
Ecole St. Joseph School, Windsor
Ecole Saint Joseph, Dubreuilville
Ecole Notre-Dame School, Foleyet
Ecole St.-Charles Borromee, St.-Charles
Ecole George Vanier, Smooth Rock Falls
Ecole Resurrection, Sturgeon Falls
Ecole Rene Lamoureux, Mississauga
Ecole Sacre Coeur, La Salle
St. Louis Separate School Keewatin
Ecole St.-Joseph, Port Colborne
Ecole Senior Jean XXIII, Cornwall
Our Lady of Lourdes School, Manitouwadge
Deer River, Ontario
St. Ann School, Toronto
St. Mary's School, Woodstock
Ecole Publique Saint-Joseph, Penetanguishene
Sacred Heart School, Walkerton
Ecole Ste Croix, Haileybury

04 CAATs

Mohawk College, Hamilton
The Georgian College, Owen Sound
Selkirk College, Extention Division, Trail B.C.
Durham College, Oshawa
Lambton College, Sarnia
Canadore College, North Bay
Fanshaw College, Woodstock
Sault College, Elliot Lake
St. Clair College, Thames Campus, Chatham
George Brown, City College, Toronto
Welland Campus, Welland
Centennial College, Scarborough
Division of Math & Science,George Brown College, Toronto
Seneca College, Willowdale
Fanshawe College, Comm.Serv.Div.Retraining Program,St.Thomas

Sir Sandford Fleming College, Peterborough
Health Science Dep. St. Lawrence College, Brockville
Sheridan College, Oakville
Fanshawe College, London
Sir Sandford Fleming College, Peterborough
Confederation College
Kenora Durham College, Oshawa
Humber College, Lakeshore Campus, Learning Resource Ctr.,Toronto
Confederation College, Thunder Bay
Fanshawe College Community Advisory Committee, London
Niagara College, Welland Campus
Fanshawe College, Nursing Education, St. Thomas
St. Lawrence College, Brockville
St. Lawrence College, Saint-Laurent Windmill Point, Cornwall
Grant MacEwan Community College, Edmonton, Alta
Sheridan College, Mississauga
Fanshawe College, Lucan Advisory Committee
Council of Regents
Humber College, Etobicoke
Committee of)residents of CAATS
Provincial Committee of Continuing Education Officers

05 UNIVERSITIES

Faculty of Education, University of Toronto
Continuing Education, Lakehead University, Thunder Bay
Nipissing University College, North Bay
Wilfred Laurier University, Waterloo
Department of Physics, University of Toronto
University School of Part-Time Studies and Continuing Education,
University of Guelph, Guelph
Carleton University, Faculty of Arts
College of Education, U. of Saskatchewan, Saskatoon
Laurentian University, Sudbury
Faculty of Education, U. of Ottawa
Brock University, St. Catharines
The G. Washington University, Dep. of Ed., Washington
North Carolina State University
University of the West Indies, School of Education
York University, Glendon College
University of Windsor, Windsor
University of Waterloo, Office of Part-time Studies and Cont.Ed.,
Tavistock Institute, London
York University
Open College, CJRT
The Ontario Institute for Studies in Education, Dept. of Adult Ed.
University of Western Ontario,Faculty of Ed., London
University of Ottawa
Facaulty of Ed., McMaster University, Hamilton
University of Guelph,School of Part-time Studies and Cont. Ed., Guelph
University of Windsor, Office of Part--Time Studies
Ryerson

06 INDIVIDUALS

Eugene Giordin
Verna Presner
Neal E. Chalofsky
Ron L. Spurgeon
Robert Wm. Holmstrom
Mrs. Edna May Simpson
Mr. Aubrey Davis
Charlotte Mathews
Mrs. Margot Walker
Robert H. Herrington
R. Montesanto
Patricia Tripp
J. M. Eacott
Dennis O'Neill
S. Bickerstaff
Richard Nolet
Frances A. Shamley
J. L. Phillips
Patrick Suessmith

07 NON-PROFIT ORGANIZATIONS

TEME-AUGAMA ANISHNABAI, Lake Temagami
Ontario Dental Ass., Toronto
Middlesex-London District Health Unit, London
Association Canadienne Francaise de l'Ontario, Ottawa
Leadership in Learning Options for Older People
St. John Ambulance
U.C.F.O.
Addiction Research Foundation
Living and Learning in Retirement
The Vanier Institute of the Family
United Way of Greater London
Hutton House, London
Industry Education Council (Hamilton-Wentworth)
Francom, Willowdale
Guelph Ad Hoc Continuing Education Committee
YWCA of Metro Toronto
Frontier College
Third Age Learning Associates
Parks and Recreation Federation of Ontario, Toronto
Residential Tenancy Commission, Ontario
Community Information and Legal Services, Rexdale

08 PRIVATE SECTOR

Royal Insurance Canada Head Office, Toronto
General Foods Limited, Cobourg

ICS Canadian Limited, Montreal
A Century of Caring and Growth, Toronto
CFL, North Bay
J. Bryon Wiebe Ltd., Engineers & Planners, Simcoe
Institute of Psychological Research Inc., Montreal
Consumers Glass Co. Ltd., Etobicoke
GSW Appliances
MRG Associates Management Consultants, Los Angeles
TRW Canada Ltd., Thompson Products Division, St. Catharines
General Motors, Canada Ltd., Oshawa
INCO Metals Company, Copper Cliff
W.D. Geddes, Air Conditioning Inst.
Saskatchewan Wheat Pool, Thunder Bay
Eaton/Bay Financial Services, Toronto
C.P. Hotels Limited, Toronto
Ellaton Communications, Simcoe
PETROSAR Limited, Corunna
FOODEX Inc - Ponderosa Steak House, Scarborough
Trust Companies Institute, Toronto
Heating, Refrigerating and Air Con.Inst.Canada, Islington
Firestone Canada Inc., Hamilton
Canadian Congress for Learning Opportunities for Women, Toronto
CANTRA Training Limited, Hillsburgh
Canada's Wonderland Ltd., Maple
Nitrochem Inc., Maitland
Domionion Stores Ltd., Toronto
Dun & Bradstreet Canada Ltd., Toronto
Toronto-Dominion Bank, Toronto
Credit Union Central of Ontario, Don Mills
IBM Canada Ltd., Don Mills
H & R Block, Scarborough
Eidetic General Systems, Toronto
CJRT-FM Inc., Toronto
Cantra Training Ltd., Erin
Ontario Forestry Association, Willowdale
Canadian Standards Association, Rexdale
Stewart M. West, P.Eng., Human Resources Development, Willowdale
The Mutual Life Assurance Company of Canada, Waterloo
Trust Companies Institute
CPRI, London,
The Oshawa Group Limited, Toronto
Firestone Canada Inc., Hamilton
Prise de Parole Inc.,Maison d'edition franco-ontarienne, Sudbury

09 SCHOOL BOARDS (PUBLIC)

East Parry Sound, Bd. of Ed.
Haliburton County Bd. of Ed.
Board of Education for the City of North York
Northumberland & Newcastle Bd. of Ed.
Frontenac County Bd. of Ed.
The Waterloo County Bd. of Ed.
Kirkland Lake Bd. of Ed.
Leeds & Grenville County Bd. of Ed.

Wellington County Bd. of Ed.
Geraldton Bd. of Ed.
Muskoka Bd. of Ed.
Renfrew County Bd. of Ed.
Lambton County Bd. of Ed.
Waterloo County Bd. of Ed.
Lake Superior Bd. of Ed.
Michipicoten Bd. of Ed.
Hastings County Bd. of Ed.
Red Lake Bd. of Ed.
Victoria County Bd. of Ed.
Kent County Bd. of Ed.
North Shore Bd. of Ed.
Brant County Bd. of Ed.
Norfolk Bd. of Ed.
Waterloo County Bd. of Ed.
Peterborough County Bd. of Ed.
Muskoka Bd. of Ed.
Prescott & Russell County Bd. of Ed.
Lincoln County Bd. of Ed.
Dufferin County Bd. of Ed.
Board of Education for the City of Hamilton
Sault Ste. Marie Bd. of Ed.
Timiskaming Bd. of Ed.
Niagara South Bd. of Ed.
Nipigon-Red Rock Bd. of Ed.
Manitoulin Bd. of Ed.
Windsor Bd. of Ed.
Sudbury Bd. of Ed.
Kirkland Lake Bd. of Ed.
Board of Education for the Borough of Etobicoke
Essex County Bd. of Ed.
Area West Office, Toronto Bd. of Ed.
Ottawa Bd. of Ed.
Atikokan Bd. of Ed.
Oxford County Bd. of Ed.
Toronto Bd. of Ed.
Peel Bd. of Ed.
Board of Education for the Borough of York
Continuing Education, Ottawa Bd. of Ed.
Renfrew County Bd. of Ed.
Board of Education for the Borough of East York
Durham Bd. of Ed.
Lincoln Councy Bd. of Ed.
Nipissing Bd. of Ed.
Lakehead Bd. of Ed.
Peel Bd. of Ed., H.J.A. Brown Education Centre
Halton Bd. of Ed.
Wentworth County Bd. of Ed.
Scarborough Bd. of Ed.

10 SCHOOL BOARDS (RCSS)

Ottawa RCSS Bd.

Essex County RCSS Bd.
Hastings-Prince Edward County RCSS Bd.
Metropolitan Separate School Bd.
Dufferin-Peel RCSS Bd.
Waterloo County Catholic School Bd
Conceil Separe du Timiskaming
Peterborough-Victoria, Northumberland & Newcastle RCSS Bd.
Cochrane-Iroquois Falls District RCSS Bd.
Lambton County RCSS Bd.
RCSS Bd. District of Nipissing
Dufferin-Peel RCSS Bd.
Brant County RCSS Bd.
Conseil des ecoles catholiques de Prescott-Russell
Sudbury District RCSS Bd.

11 MUNICIPALITIES

Nickel Centre Community Centre's Bd.
Recreation Committee, Garson
South Plantagenet Township, Fouruier
City of Brockville, Brockville
Simcoe Chamber of Commerce, Simcoe
Town of Aurora
Seaforth Recreation Office, Seaforth
Township of Georgina, Keswick
Municipality of Dysart et al., Haliburton
Village of Oil Springs, Oil Springs
Parks & Recreation, Nepean
Essex Community Council, Leamington
Parks & Recreation Department, Sudbury
Corporation of the Town of Newcastle
Dept. of Comm. Serv., Bowmanville
Corporation of Watford, Watford Community Arena
Township of East Williams, Ailsa Craig, Ont.
The Corporation of the Improvement, Distr. of Manitouwadge
City of North York Parks & Rec. Dept., Willowdale
Borough of York, Dept. of Parks & Recreation
Curve Lake Band Administration Office
Public Utilities Commission, London
Parks & Recreation Department, Sarnia
The Corporation of the City of Chatham
Dept. of Social Services, Metro Toronto
Parks & Recreation, Etobicoke

12 HOSPITALS

North Bay Psychiatric Hospital
Bayview Villa, Willowdale
York Central Hospital, Richmond Hill
Middlesex-London District Health Unit, London
Hamilton Psychiatric Hospital

13 CIVIL SERVANTS (PROVINCIAL)

Ministry of Universities, Science and Communications, Parliament Buildings, Victoria, B.C.
Ontario Government Staff Development Centre, Barrie
Northeastern Ontario Region,Curriculum Br., Ministry of Education
Ontario Science Centre
Ministry of Education Regional Office (no address)
Department of Continuing Education, Fredericton, New Brunswick
MCU-Manpower Training Branch,Liaison Section, Toronto
Management of Info. System Branch

14 MILITARY (TRAINING CENTRE/COLLEGE ETC)

Royal Military College of Canada, Kingston
Head of Staff Development, M.T.C., Downsview Military Training Centre

15 LIBRARIES

Whitby Public Library
Dryden Library
North York Public Library
Library Resources & Information Ctr., Brockville Psychiatric Hosp.
United Public Library, Bancroft
Mrs. G. Bongard - a library board member
South Central Regional Library System, Hamilton
Schreiber Public Library Board
The Toronto Public Libraries, Toronto
Bibliotheque Morisset Library, Ottawa
A Librarian in Keswick
London Public Libraries
Penetanguishene Public Library
Kingston Public Library

16 SPECIAL SCHOOL (FOR BLIND, DEAF, ETC.)

The W. Ross MacDonald School, Brantford
Oshawa & District Cerebral Palsy School

17 FEDERAL GOVERNMENT

Canada Department of Labour, Ottawa
Public Service Alliance of Canada
Employment & Immigration Canada
Canadian National, Montreal

18 CHURCHES

The United Church of Canada, Div. of Ministry Personnel and Education
Toronto

19 MUSEUMS

Ontario Museum Association, Toronto
Robert McLaughlin Gallery, Oshawa

20 EDUCATION ORGANIZATIONS/ASSOCIATIONS

Ontario School Counsellors' Association, Mississauga
Ontario Public School Trustees' Association, Toronto
Review Home & School Association, Cumberland
Ass. of Community Councils: Elementary Schools
Community Education, Kirkland Lake
Ontario Catholic Supervisory Officers' Assoc. Inc., Toronto
Ontario Community Education Association, Toronto
Canadian Organization of Part-Time Univ. Students, Toronto
Ontario Confederation of University Faculty Associations, Toronto
Almonte and Area Committee for Cont. Learning, Almonte
The Assoc. of Large School Boards in Ont., Toronto
London Council for Adult Education
The Ontario School Counsellors' Association
Ontario Municipal and Provincial Educ. Officers' Assoc., Sarnia
Toronto Board of Education Adult Basic Educ. Teacher
Teachers of English as a Sec. Lang. Assoc. of Ontario, Toronto
Manor Park Community School, Ottawa
The Manor and Highland Park Community School Council, London
Ont. Association of School Business Officials
Council of Elementary School Parents, Ottawa
South Keys Community School, Ottawa
Continuing Education School Board Administrators
Canadian Guidance and Counselling Association
International Council of Adult Education, Toronto

APPENDIX 3

Review of Selected Literature
Relating to Continuing Education

Historical and Developmental Trends In Continuing Education

An Overview

This paper, which is a synthesis of views commonly expressed in the literature, examines continuing education within an historical context so that its development and its possible future evolution might be understood.

The paper begins by describing how people's values concerning education have changed since the Second World War. Education was viewed as an investment which would provide social prestige and security. Both government and industry sponsored or developed technical or vocational training to help adults gain or improve job related skills.

During the late 1960s and early 1970s as the effect of the youth movement was felt, more and more people became interested in continuing education activities dealing with human relations and individual growth.

Today, mounting pressures for continuing education are being created by rapidity of change, a continuous movement toward occupational obsolescence, and a change in lifestyle brought about by increased leisure.

The relationship between education and employment is becoming more and more remote--in eight out of ten occupations there is no relationship between the workers' educational level and their degree of job success. As a consequence, schooling should focus on basic skills for entry level jobs. The job and the career aspirations of the employees would dictate any additional technical and non-technical requirements which could be met in a continuing education format. Individuals must learn to be adaptable and self-motivated in pursuing new career patterns and leisure time interests. However, encouragement must be provided by employers, unions, and political leaders who must recognize that society will benefit by providing incentives.

There are groups that will require special attention by government if they are to benefit by continuing education experiences and, in turn, make a contribution to society. These groups include the undereducated and disadvantaged, rural adults, women, young people, the elderly, and native people. Entry qualifications, the type and content of courses, teaching methods and study, and teaching locations must be changed to accommodate these groups.

By the year 2000, 25% of the currently existing residential liberal arts colleges will be gone, while many others will be in difficulty. Such factors as the development of external degree programs, technological developments, and the expense of maintaining a traditional institution will be responsible for the demise of the college.

New models for the future must be considered--such as study groups, open campuses, and community learning centres--to meet people's ongoing educational needs. Education will be increasingly incorporated into all aspects of our lives--work, leisure, home--in old age and in youth. The structure of formal education will alter, becoming more fluid. Students will not feel compelled to decide upon lifelong occupations since they will be able to move in and out of the educational system as they redefine their needs in the workplace. Adults will not feel excluded from the world of learning as education becomes more accessible.

Educational planning must be initiated if problems are to be avoided. Governments, business and industry, unions and community agencies must co-operate and begin to determine needs, develop appropriate programs, and encourage people to participate. Opportunities to learn and financial incentives must be provided so that people will not become a burden on society.

I. Introduction

It is important to recognize that educational change brought about by political decisions, socio-economic, demographic, and technological factors, and major historical events has a delayed effect.

The Economic Council of Canada points out that it takes an extremely powerful combination of factors to initiate short and medium term change in a country's educational stock. The results of such change can have a prolonged and cumulative effect stretching over many decades.

As an example, Canadian education was characterized by vigour and dynamism in the early part of the twentieth century which had important effects lasting until the Second World War. Conversely, lagging educational efforts after the early 1920's had adverse effects after the 1940's and 1950's. (Fleming; 1971; 3)

This paper will look at continuing education within an historical context in order to understand its development to the present and its possible future evolution. Indeed from such a perspective one begins to comprehend how different factors and decisions did in fact have a delayed effect and how, if continuing education is to meet the needs of tomorrow, practical decisions must be made today. This is no easy task as various socio-economic and technological factors affecting today's decisions may be irrelevant in ten or twenty years.

To emphasize the importance of change, Cremin describes the following stages which identify the primary educational influences from an historical perspective. Each of these influences occupied a place in time, but as times changed, so did their effects.

1. As the household declined in size and influence, the school

increased in holding power and effect. Children spent more time with teachers and peers. There was a clear age-structured group centering on the schools.

This group became the target of special films, special products, entertainment and food, or more generally special styles of consumption. The household mediated this educative influence to some extent, but the influence was powerful nonetheless and in many ways competed with the purposeful efforts of parents, pastors, and school teachers.

2. The school increasingly mediated work experience. It increasingly directed students, especially males, to particular kinds of jobs or to a continuing education in college which, in turn, directed students to particular kinds of jobs. Decisions that had formerly been made largely within the household or by an individual were made within a new setting, the school, in collaboration with a guidance counsellor.

3. Businesses became more interested in schools as agencies for recruiting and training workers for industry and, indeed, businesses came to think of such training as a return on taxes paid for education.

   The relationships became formalized in the phenomenon of credentialization, as school, college, and university preparation became a surrogate for less formal modes of training on the one hand, and more direct demonstrations of competence on the other.

4. As the average work week decreased from 60 hours or more in the 1870's to some 40 hours in the 1940's and 50's, people had more time to pursue leisure activities, including self-education, formal and informal instruction, and entertainment with educational significance. Listening to the radio, reading newspapers and books, participating in clubs and

other voluntary associations, visiting museums or concert halls, and enrolling in adult education courses became more possible. (Cremin; 1976; 111-112)

One could extend this model into the future and visualize a type of learning that has no bounds except the lifespan of the learner. It can be called lifelong learning with no fixed boundaries in time or space. Our world has become small, and in it we are constantly confronted by new situations and experiences. What we do with the information must become the responsibility both of the individual and society since it should not only promote personal growth but also benefit society in some way.

II Setting the Climate - A Look At The Past

During the post-war period there was a phenomenal increase in educational expenditure - times were prosperous and the expected returns would benefit the welfare of all. The public supported such funding not only as a general good for the country, but also as a personal investment.

Parents of earlier generations had discharged their parental obligations by leaving their children a financial nest egg. Their more modern counterparts attempted to provide their offspring with security and social prestige through the best education available. (Fleming; 1971; 1)

There was a widely held belief that economic benefits would accrue through an improvement in the educational level of the population. It was thought that as technological and organizational skills improved, a shift to different types of occupations would take place. Means would be devised to eliminate jobs requiring lesser skills while opportunities requiring higher level competencies would proliferate. (Fleming; 1971; 3-4)

During the 1960's, the most significant developments emerged as a result of social and economic conditions and the post-Sputnik emphasis on the need for trained manpower, especially in the technical areas.

The economic recession of the late 1950's led to the passage of the Technical and Vocational Training and Assistance Act in 1960. During that decade the need for prevocational training and more adequate counselling and related services for adults became evident and led to the Adult Occupational Training Act of 1967. Adult Basic Education became common in Canada during this period. (Selman; 1978; 3)

Industry began to demand vocational preparation by schools and colleges and, at the same time, to provide vocational preparation of its own. In an extreme example, in the United States it

was said that companies like General Electric and the Radio Corporation of America (R.C.A.) actually taught more advanced mathematics and science than did many universities. The unions also undertook training programs which concentrated on both the substance and the skills of work. (Cremin; 1976; 103)

Because of the prevalence of the concept of education as an investment, pressure was generated to develop utilitarian courses and programs with a clearly defined relationship to production. As a consequence, the federal government intervened to alter the balance toward more vocational programs in the high schools. Activities were initiated in the field of manpower training and retraining, which were designed to develop job skills. The Ontario government provided support for the institutions of technology and trades training as well as the Colleges of Applied Arts and Technology. (Fleming; 1971; 7-8)

From the perspective of continuing education several major developments occurred during the 1960's. Credit and non-credit activities in public schools, community colleges, and universities provided an important new dimension to adult learning.

Continuing education in the professions developed rapidly and the work of both professional associations and educational institutions in the field greatly expanded. (Selman; 1978; 4) By the end of the 1960's there were degree programs in the field of continuing education at six universities. Hundreds of Canadians received professional training in the field as a result. Research in continuing education increased in volume. Education for leisure, although poorly funded, expanded in both public and private settings. (Selman; 1978; 5)

By the beginning of the 1970's, confidence was shaken in the concept of economic benefit for all. The recession of the late 1960's left many young people without much prospect of finding the interesting and challenging work that they had been led to expect. The economy did not improve rapidly enough to provide a need for their educated talents. There was a prospect of social disruption

caused by the boredom and dissatisfaction felt by overeducated people for whom the economy had no use. (Fleming; 1971; 4)

According to Halleck, the objectives of education took on new meaning for young people as intellectual activities were increasingly valued as ends rather than means. This attitude had important ramifications for the educational system. Adults were accustomed to view education as a means to success and prestige. Youth on the other hand became sceptical and challenged the practical benefits of learning. (Halleck; 1968; 3)

Arising out of the youth culture and its questioning of lifestyles came the development of a movement concerned with personal growth. There was considerable expansion of continuing education activities dealing with human relations and individual growth. In addition, continuing education for women, an aspect of the changing role and emerging social consciousness of women in Canada, expanded greatly. (Selman; 1978; 4-5) The formal education system came in for a great deal of criticism during the 1960's. Mounting waves of student protest with increasing numbers of drop-outs occurred. As a consequence the formal education system adopted more learner-centered approaches which affected all facets of education. Such features as flexible and varied forms of education, small group techniques, the involvement of the learner in the program, and student evaluations (of self, of peers, of faculty) were introduced, some of which were already familiar to adult education. (Selman; 1978; 5)

As a result of a general disillusionment with education, people began to question educational expenditure as a form of sound investment.

The increasing scepticism was reflected by Walter Pitman in 1969 in the legislature:

> "In a strange "gut" way, the people of Ontario are questioning the explosion in expenditures and activity all in the name of education. Unless we do something in this jurisdiction, I am afraid the worship will turn to disdain and cynicism. During

> this period of expansion, we have acted as though any expenditure in the name of education was good and worthwhile. Citizens are wondering to what extent the rising cost of education can be tolerated as long as it appears that decisions are made which are completely uncritical. The argument that money spent on education will be repaid with interest, that, indeed, all educational spending is an investment, will simply no longer hold water. We are realizing slowly that all spending on education is not necessarily going to produce growth of any kind". (Ontario Legislative Assembly; 1969; 9221)

Perhaps the most revolutionary educational development was the rise of the mass media of communication, the press, cinema, radio, and television. These became the national educative influences that transcended the bounds of parochialism. They educated relentlessly and precisely by informing, entertaining, hawking products, and selling services. (Cremin; 1976; 105)

All of these historical events played a role in shaping continuing education. The delayed effects on educational values are felt even today as people opt for practical courses, vocational or technical training to upgrade skills or prepare for new careers. This makes sense in a society that is changing rapidly. Jobs will become obsolete, the work week will shorten, the concept of work will change. Continuing education is but one component of an educational system which must help people to become flexible, to adapt.

Technical training is still peoples' personal investment, their economic payoff as they continue to play by the rules of the 1950's. If they make this investment, so they believe, their lives in the future will be a little better economically.

But the attitudes and values of the 1960's are with us also - individual growth and improved human relationships are still important as learning during leisure captures the imagination of the adult population.

Disillusionment with education and its related costs might disappear if continuing education were to be perceived as lifelong learning, a means to adapting and surviving.

III. Present Realities

The public's interest in and pressure for continuing education are mounting. Some of the major reasons cited are:

1. Increasing adult and continuing education enrolments. U.S. colleges and universities contain more than five million adult students - nearly half of total campus enrolments. (Commission on Higher Education And the Adult Learner; 1981)

2. A growing recognition of enormous educational deficiencies existing in the U.S. and other countries. A study conducted in 1979 found that more than half of the 1972 high school graduates surveyed felt that they would need more education or training than they presently had in order to reach their career goals. Students who had completed academic programs in high school were most likely to want additional schooling, vocational students the least likely. (National Center for Education Statistics; unpublished data)

3. The demand for independent or non-traditional learning opportunities is increasing in light of evidence that formal school experience does not adequately equip people to cope with life challenges. A poll commissioned by the American Association of Community and Junior Colleges shows that about 50% of those surveyed would return to school for personal enrichment, while 28% would seek job training for promotion or new careers. (Gallup Poll; 1977)

Three major forces have been described which have been acting in concert to help create the interest in and need for continuing education.

1. Rapidity of change. Life skills necessary to cope with rapid change, never ending inflation, and constantly evolving lifestyles are not completely developed in formal K-13 schooling efforts. Continuous change requires continuous learning.

2. Continuous movement towards occupational obsolescence. Adults frequently must turn to learning activities just to maintain or gain new competence.

3. Change in lifestyles or value systems. With increased leisure more and more people believe that a full and rich life is primarily achieved through the maximization of individual potential. Increasing attention is being paid to interpersonal communication skills, values clarification, and skill identification activities which are becoming prominent in people's learning efforts. (Hiemstra; 1976; 7-8)

The concept of leisure - its nature, increase, purpose and pitfalls - is increasingly being discussed in term of technology, automation, the reduced work week and compulsory retirement. Leisure should not be equated with non-work or with idleness. It is a specific state of being one's self - of having time and the opportunity to pursue one's interests.

A work morality akin to the protestant ethic frequently inhibits discussions about leisure and its role in our lives and in society as if only work should merit serious thought. Indeed, this work morality can colour our ideas of leisure. Leisure should be a synthesis of human interests and aspirations, allowing one to be free to choose activities - intellectual, spiritual or physical - which will maximize one's potential. (Ottenheimer; 1978; 37-38)

According to an OECD report, employers around the world are beginning to realize that employees will contribute more to the economy if they are given the opportunity to develop their whole personality and engage in creative self-expression; they require more than mere technical training. However, the need to absorb more and more information just to keep up with technical matters is preventing most employees from setting aside the time and money required for non-technical courses. (OECD; 1980; 12)

A manpower report prepared by the U.S. Department of Labor in 1971 revealed some interesting conclusions regarding the relationship between education and employment.

1. In 8 out of 10 occupations there was no relationship between the workers' educational level and their degree of job success.

2. Widely different educational requirements are used for the same jobs.

3. Turnover tended to be high where there were significant differences between industry hiring standards and the actual requirements of the job.

4. Reliance on educational attainment as a main screening device can have serious consequences and cause high turnover rates as well as poor morale and job performance among the better educated employees.

5. Elimination of artificial hiring requirements can have positive effects for both employees and employers. (Department of Labor; 1971)

These results while not startling today, have not altered significantly within the last ten years.

There are obvious pitfalls to vocational or career training in higher education. As reported in an article by Spekke, (Spekke; 1980; 35) President Ford among others heartily endorsed the concept of career education. In an address to a graduating class at Ohio State University he said:

> "You spend four years in school, graduate, go into the job market, and are told that the rules have changed. To succeed you must acquire further credentials, so you go back to the university and ultimately emerge with a masters' or even a Ph.D.-

> -----And you know what happens next? You go out and look for a job and now they say you are over-qualified.----The fact of the matter is that education is being strangled - by degrees".

There is a recognized need to co-ordinate education and working life. The expansion of education since the 1960's has increased the proportion of people in the labour force with higher levels of educational attainment. This has raised expectations and aspirations for jobs, careers, social status, and opportunities for personal satisfaction and development. Yet the overall structure of employment, the content of jobs, working conditions and modes of management have not developed to match these higher levels of education and aspiration. One consequence of this has been that individuals are increasingly led to reduce the professional expectations they had formerly linked to a certain level of education or to a particular degree or diploma. (OECD; 1979; 21)

Schools should concentrate on providing basic skills for entry level jobs. The job itself and the career aspirations of the employees would dictate the additional technical and non-technical requirements to be met in a continuing education format. Because of the rapidity of change and job obsolescence it will become critical that individuals learn to be self-motivated in order to pursue new interests and career patterns. However, they must be encouraged and subsidized, when necessary, by enlightened employers, unions and political leaders who must recognize that society will benefit by providing incentives.

In a similar fashion, leisure time will become an increasing burden for individuals and society if it is not carefully planned to include activities which focus on growth. People in positions of responsibility must take the initiative if individuals are to be productive members of society.

There are characteristics of continuing education which must be altered if it is to become a viable learning experience for adults. Continuing education to date has too often been guilty of stuffing heads with products of earlier innovations. Many teachers in the field have failed to acknowledge that there is no formula

for unlocking the potential of every individual; the methods presently used may or may not provide what is now thought of as education or continuing life preparation.

The major reason that current approaches have continued is not their tremendous success record but rather the fact that adults were raised in essentially closed systems that replicated the past. It now appears necessary to create new systems that will focus on the future and will meet the needs of many different groups who will continue their education. (Glines; 1978; C-49)

IV. Considerations For The Future

Governments must become increasingly aware of groups in society which have unique educational needs. Special provisions and incentives will be required for these groups if they are to participate in continuing education and make a significant contribution to society. These groups are as follows:

1. Undereducated and Disadvantaged:- There should be a fundamental shift in post-school educational priorities in favour of those who left school at the minimum age with few or inadequate academic qualifications. (OECD; 1979; 37-38). Illich points out that normal schooling patterns are so designed that learners - especially the poor, the disadvantaged, and ethnic minorities - are inadequately prepared to cope with most of the main societal problems. (Illich; 1970; 7)

A major problem facing continuing education is its failure to attract the uneducated. According to the OECD, the majority of adults enrolled in courses have already had more than 16 years of formal education. (OECD; 1980; 12)

2. Rural Adults:- There is a wide discrepancy between the number of rural adults in British Columbia who participate in educational programs and the number who desire to continue their education. The data indicate that some 100,000 rural adults want to participate but only 5000 seem to be involved in continuing eduation each year. The existing institutions and agencies offering programs have not been able to serve the educational needs of the rural adult adequately. (Dickinson; 1978; 202)

3. Women In The Workforce:- Women need catch-up education and qualifications to succeed in the workplace. Private industry in the U.S. is quite eager to employ women and blacks with higher education. The 1976 Endicott Report shows that 45% more graduates from both of these groups were hired that year than during the preceding year. (Endicott Report; 1976)

4. Young People:- According to the OECD, society has a responsibility for providing all young people with full vocational or professional qualifications which can be used in the labour market and upon which their further education and retraining may build.

The problem of youth unemployment has precipitated a widespread public concern that many young people are being inadequately prepared by the schools for jobs and working life generally. In addition, there are increasing pressures on education to co-operate with manpower authorities to facilitate the transition of young people to employment and to meet new needs for training and retraining. (OECD; 1979; 21-2)

5. Elderly:- As longevity increases, more and more elderly people will be seeking educational opportunities in order to remain both mentally and physically active.

6. Minority Groups:- These people will have a multitude of needs which are not being met by traditional programs.

7. Citizen/Consumer:- Distrust of the political system, energy crises, continued inflation, and environmental concerns, will increasingly prompt needs and interests related to consumer awareness and civic literacy. (Hiemstra; 1976; 12-13)

8. Professionals:- The field of continuing education in the next decade is going to be explored by professionals more intensely than ever before. Professionals who work in the community, such as physicians, lawyers, social workers, and health care workers, depend upon specialized knowledge and skills to find solutions to problems. But community-based problems, situations, and values are changing, which places these professionals in a particularly vulnerable position. These new and shifting circumstances call for dynamic and continous education if the professional is to stay abreast of changes and meet the needs of the community. (Stensland; 1978; 170-71)

As a result of the need for continuing education felt by such diverse groups, there will be an increase in applicants with more varied educational backgrounds and qualifications. Many of these individuals will wish to return to education after a period of employment as well as expect to combine work and study. Entry qualifications will need to be more broadly defined. In particular work experience and other kinds of competencies and skills acquired outside of the formal education system will need to be recognized as relevant criteria for access.

Courses must be of shorter duration, more problem or vocationally oriented and organized on a modular or part-time basis. The development of such courses will involve the co-operation of industry, trade unions, and other community representatives or agencies, while arrangements for educational leaves of absence will be necessary. (OECD; 1979; 25)

In order to accommodate the undereducated worker, continuing education must be more accessible and must be complemented with specialized industry-based guidance counselling systems. Teachers may be replaced by part-time educators recruited from the ranks of professional and industrial leaders.

Courses must be geared to functional literacy, second language, vocational retraining, and civic and cultural literacy. These may be taught in minicourses which are conducted in the workplace with learning machines and textbooks located in industrial lunchrooms and recreational areas.

OECD argues that employees require financial support and the chance to devote some of their working hours - or an extended sabbatical leave - to concentrated study. In the future the employer will provide on the job study facilities - places where the employee can study during the working day without loss of income. For those who are unemployed, governments will sponsor training programs that lead directly to available jobs. (OECD; 1980; 12)

Canada has the potential to become a nation of educated people with almost all having high school education, most having post-secondary education in community colleges or vocational schools, and a substantial number having higher education. (Bowen; 1975; 239)

The rise of the knowledge industries - trade, finance, real estate, transportation, communications, etc. - has occurred simultaneously with a decline in the percentage of industries in other areas. The major trend in the labour sector is a movement toward knowledge-dependent industries. These will place increasing demands on the workers' ability to read and write English; the completion of some level of formal education will be a critical element in being able to take the first few steps up the mobility ladder. (Coates; 1980; 14)

If the average educational level increases and industry's demand for functionally literate workers prevails, then society might alter its expectations concerning the required knowledge base of an educated graduate.

According to Dunn, the typical American college graduate of the future will not be expected to have sharp analytical abilities nor be able to philosophize in depth about himself or his environment. Expectations will focus on three concerns:

1. The college program should top off the basic education of the individual, that is the college graduate will be expected to read and write at some appropriate level.

2. The college graduate should be enculturated to perform adequately in society. The graduate should know how to participate in the democratic process, how to get a job, how to have a happy marriage, how to live in a computer-oriented society and how to be a law-abiding citizen.

3. The student should get grounding in one discipline - not at a highly technical level, but enough to get a first job in a chosen field. The priority will be on short term career development. The student will take a particular course to get the desired job or promotion. With continuous lifelong education the norm, it will be possible to take another set of courses in another program to get the next job. (Dunn; 1980; 53-54)

By the year 2000, 25% of the currently existing residential liberal arts colleges will be gone. Many others will find themselves in difficulty, seeking ways to survive. The reasons for their disappearance will be:

1. The development of external degree programs - students will spend little or no time on campus. The major obstacle to these programs has been the delivery of curriculum to the student. This can be overcome by the new delivery technologies ready to be implemented.

2. Technological developments will include inexpensive, large capacity, small computers; videodisc players which are being tested and marketed will soon sell for the price of a phonograph record and will provide up to two hours of information. By 2000, 80-90% of homes will be connected to videotape cable which will allow access to and retrieval of information by the customers.

3. Economics - maintaining a traditional educational establishment in 2000 will be very expensive. Most of the costs will be passed on to the student who does not need to attend an institution to continue his/her education.

4. Social changes - between now and 2000 there will be a decline in the number of students in the 19-23 age bracket, which means fewer institutes of higher learning will be required.

> By the year 2000 with such rapid change occurring, adults will expect to be in and out of educational programs all their lives. However, this will be done by the most convenient methods available and not by attending traditional institutions. (Dunn; 1980; 50-56)

Educational policies for the future will have to take all of these various factors into consideration.

It seems likely that education will be increasingly incorporated into all aspects of our lives - work, leisure, home - in old age as in youth. Certainly the potential for such development exists.

The structure of formal education will alter, becoming more fluid as it loses its doors and walls along with its grades and levels. Students will not feel compelled to decide upon lifelong occupations since they will be able to move in and out of the educational system as they redefine their needs in the work place. Adults will not feel excluded from the world of learning. Many are already experiencing the satisfaction to be derived from continuing education, but many more are not. They are the ones who will benefit from such a system, but they may require incentives and encouragement to do so.

If we stop to consider what our working-learning lives might resemble in the near future, we might consider the following possible scenario for the year 2000.

1. Current seniors may live to be 100 years old; those now in kindergarten may reach the age of 125.

2. Most people will work only a three day week.

3. They will retire from current industries at 50 years of age.

4. They will have 75 years of leisure as well as four days a week of leisure for the first 50 years.

5. Preparation for a lifetime of volunteer service is part of the future.

6. Guaranteed annual income appears to be approaching.

7. Students will be paid to learn.

8. The concept of full employment will be a thing of the past.

9. Large numbers will not be working as the term is now understood.

10. Learning for the individual and society will be the priority for the future.

11. Everyone will be a teacher/learner.

12. Automation will not only replace industrial workers - it will replace rote learning from books.

13. A new role for education will be the constant retraining of people for new careers.

14. People will change careers from three to six times.

15. Cybernation will bring an end to a curriculum which separates subjects and an end to many current occupations. (Glines; 1978; C-49)

Described below are three continuing education models which incorporate many of the factors discussed in this section as future possibilities. Two of these models are already in existence, while the third appears to be possible.

1. Valencia Community College - An open campus in Orlando, Florida offers courses throughout the district at various educational complexes, at police and fire departments, at high schools, churches and nursing homes, art centres,

recreational facilities, at Disney World, at major industrial and business sites. The college offers courses daily from 7.00 a.m. to 10.00 p.m. over television and through newspapers. This gives citizens a variety of ways to obtain post-secondary education regardless of work or family obligations. (Abbott; 1980; 27)

2. Study Circles - The study circle concept which is popular in Sweden consists of about ten people who meet periodically for joint learning. Each study circle determines the direction of its own studies, its working method and pace. However, a trained moderator is on hand to keep things moving. Government grants cover the moderator's salary and 75% of the cost of materials; fees and members' dues take care of the remaining expenses. There are also high priority study circles for which the government pays 100% of the costs; the purpose of these circles is to narrow the educational gap among various groups in the population.

In Sweden there are some 200,000 study circles involving over two million people.

In North America a combination of the study circle idea and the community colleges could lead to a popularization of continuing education with the unions taking the initiative. (Abbott; 1980; 27-28)

3. Community Learning Centres - In a time of declining enrolments and accelerated change, schools could become community learning centres opening their doors to people of all ages, for twelve months a year, twenty-four hours a day. Citizens need to prepare themselves for new careers by acquiring new information and skills. Schools could effectively alter their role by providing continuing education to the public. (Barnes; 1980; 18)

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Ontario Ministry of Education / Ministry of Colleges and Universities

RESPONSE FORM: Continuing Education

Comments on the issues questions are invited. Please return the completed form by September 1, 1981 to:

Continuing Education Task Force
Ministry of Education and
Ministry of Colleges and Universities
15th Floor, Mowat Block
900 Bay Street
Toronto, Ontario
M7A 1L2

Individuals and/or organizations may also submit briefs.

Direction: For each of the issue questions included:

Circle 1 if your answer is YES
" 2 if your answer is a qualified YES (please comment)
" 3 if your answer is NO

Additional comments are welcome and may be placed beneath each series of issues. Note that issues 15(b), 15(c) and 17(b) require comments only. The issue questions are on pages 95-100 of the document, Continuing Education: The Third System.

1. Definition of continuing education:

a) Should the definition of continuing education include part-time credit courses? 1 2 3

b) Should a minimum age other than sixteen for an adult learner be considered? 1 2 3

c) Should the definition be broad enough to recognize all the learning activities of the third system? 1 2 3

Comments:

2. Government commitment:

a) Should the province leave the development of continuing education to evolve with no commitment to an over-all philosophy? 1 2 3

b) Should the province adopt a statement of guiding principles related to lifelong education? 1 2 3

c) Should the province, as an alternative, articulate a formal commitment to lifelong education that embraces the wide range of needs and concerns of Ontario's adult learners and the full range of formal and informal delivery agencies in our educative society? 1 2 3

Comments:

3. Adult basic education: Should the Ministry of Education and the Ministry of Colleges and Universities:

a) support programs that include language, computational, and basic life skills? 1 2 3

b) fund programs given under the auspices of schools, colleges, universities, and/or other agencies? 1 2 3

c) provide a focus for leadership in adult basic education? 1 2 3

d) publicize the availability of secondary school courses to those who wish to complete the Secondary School Graduation Diploma? 1 2 3

e) fund the training of instructors in literacy programs? 1 2 3

f) encourage the development of Canadian materials suitable for adults in basic literacy programs? 1 2 3

g) provide consultation with practitioners in the field to identify, review, catalogue, or create curriculum materials for adult basic education and to disseminate them? 1 2 3

h) encourage the development of alternative delivery techniques and a greater variety of approaches to adult basic education? 1 2 3

i) encourage institutions offering adult basic education courses or programs to develop procedures to identify, train, and use volunteers? 1 2 3

j) encourage all interested agencies to become involved in a co-operative and integrated approach to adult basic education? 1 2 3

Comments:

4. Decentralized co-ordination of continuing education: Should the Ministry of Education and the Ministry of Colleges and Universities:

a) leave the situation to evolve? 1 2 3

b) facilitate the formation of community learning councils in response to expressed local wishes? 1 2 3

c) authorize the formation of community learning councils? 1 2 3

Comments:

5. Leadership role: Should the Ministry of Education and the Ministry of Colleges and Universities:

a). provide a single focal point for leadership in the development of continuing education in the Ministries? 1 2 3

b) propose the establishment of an inter-ministerial group to co-ordinate all government activity in continuing education? 1 2 3

c) form a Minister's advisory committee, which would include representation from outside the government, to interpret the learning needs of adults in the province? 1 2 3

d) study different options for establishing and funding a clearing house that would facilitate the provision of high-quality information about courses and learning opportunities? 1 2 3

e) identify and encourage organizations that represent continuing education in this province to take a role in advocacy, professional development, policy advice, and liaison? 1 2 3

Comments:

6. Clarification of the roles and mandates for continuing education in the schools, colleges, and universities: Should the Ministry of Education and the Ministry of Colleges and Universities:

a) involve the schools, colleges, and universities in the development of a plan that would identify a role for each level of institution in the provision of continuing education? 1 2 3

b) determine appropriate spheres of influence in continuing education for each of these levels and mandate an end to overlaps? 1 2 3

c) continue to provide differentiated financial support by institution for credit courses in continuing education programs in schools, colleges, and universities? 1 2 3

d) strongly encourage the negotiation of co-operative arrangements among institutions and agencies in the provision of continuing education activities in the community or region? 1 2 3

e) encourage the schools, colleges, and universities to emphasize the difference in their primary mandates by extending their range of course offerings in distinctive directions? 1 2 3

Comments:

7. The training of adult educators: Should the Ministry of Education and the Ministry of Colleges and Universities:

a) prepare a resource document in program planning for the use of instructors of adults? 1 2 3

b) establish a committee of adult educators to prepare a series of program outlines for both short and long courses (in English and in French) in the traihing of instructors of adults, programs managers, and support personnel? 1 2 3

c) encourage the initiation of a limited number of pilot training programs in faculties of education, colleges, school boards, or volunteer organizations? 1 2 3

d) commission a study to review existing programs for the training of instructors of adults and subsequently to make recommendations for the extension of such programs? 1 2 3

e) make an immediate response to adult education needs by extending and consolidating the programs that now exist, assuming that experience with these programs will be an asset to other initiatives that may be contemplated at a later time? 1 2 3

f) encourage the development of a provincial association of continuing educators to provide a focal point for all practitioners in the province? 1 2 3

Comments:

8. Provision of counselling and information services: Should the Ministry of Education and the Ministry of Colleges and Universities:

a) plan and fund training and retraining programs for counselling personnel? 1 2 3

b) deploy their resources to help community learning councils establish counselling services? 1 2 3

c) initiate contact with other ministries and other levels of government to investigate the feasibility of a comprehensive network of counselling and information centres both inside and outside of existing institutions? 1 2 3

d) explore the feasibility of extending access to computerized information services such as the Student Guidance Information Service (SGIS) by establishing terminals in municipalities in co-operation with local governments? 1 2 3

e) establish a telephone-inquiry information service for continuing education needs in Queen's Park? 1 2 3

f) fund learning directories similar to the model developed by the Metropolitan Toronto Library as a local information service? 1 2 3

Comments:

9. Information about existing continuing education programs for future planning: Should the Ministry of Education and the Ministry of Colleges and Universities:

a) revise the reporting mechanisms used by school boards and colleges to create identical categories for enrolments, funding, course hours, etc., so that data could be compared and consolidated? 1 2 3

b) disseminate more information about continuing education in schools, colleges, and universities through Education Statistics and similar publications? 1 2 3

c) establish a publicly appointed commmission or council to monitor continuing education programs at all levels and to produce an annual report to the government on enrolments, programs, expenditures, and other relevant factors? 1 2 3

Comments:

10. Research in continuing education: Should the Ministry of Education and the Ministry of Colleges and Universities make research in continuing education a specific priority of their over-all research program? 1 2 3

Comments:

11. Parallel development of continuing education for Francophones: Should topics of unique concern to the Francophone sector of continuing education be identified? 1 2 3

Comments:

12. The role of distance education in continuing education:

a) Should educational institutions be encouraged to develop their own distance education programs along the lines of Ryerson Open College and Seneca Telecollege? 1 2 3

b) Should certain forms of distance education be emphasized? 1 2 3

c) Should certain forms of distance education be de-emphasized? 1 2 3

Comments:

13. The role of correspondence education in continuing education: Should the Ministry of Education and the Ministry of Colleges and Universities contemplate a significant change in the role of the Correspondence Education unit of the Ministry of Education to support continuing education programs such as adult basic education? 1 2 3

Comments:

14. Involvement of TVOntario in the provision of formal continuing education services and in programming for adult basic education: Should the Ministry of Education and the Ministry of Colleges and Universities:

a) encourage TVOntario to support the continuing education programs of educational institutions, especially in programming related to credit and non-credit courses for learners:

i) who are homebound, incarcerated, handicapped, and/or geographically inaccessible? 1 2 3

ii) whose learning styles are oriented to independent learning? 1 2 3

b) encourage TVOntario to co-operate with other agencies that provide complementary media and methodologies in the delivery of continuing education progams? 1 2 3

c) avail themselves of TVOntario's continued involvement in experimentation and research on the utilization of two-way learning systems and on the interaction of different forms of communications? 1 2 3

d) encourage TVOntario to acquire and use high-quality programming in a literacy-related project? 1 2 3

e) encourage TVOntario to create a series of programs intended to highlight the issue of adult under-education and to identify potential learners? 1 2 3

f) encourage TVOntario to co-operate with other agencies in a concerted initiative to upgrade adult basic education? 1 2 3

Comments:

15. <u>The changing relationship between education and work</u>:

a) Should the principle of recurrency be explicit and emphatic in a government policy on lifelong education? 1 2 3

b) Through what sort of programs can the principle of recurrency be implemented in continuing education? comments only

c) To what extent, if any, should subsidized educational opportunities be extended to those who have not previously taken full advantage of initial education? comments only

d) Should more work-related programs and courses be developed in continuing education (e.g., co-operative programs)? 1 2 3

e) Should closer links be established between the continuing education efforts of the public and the private sectors? 1 2 3

f) Should a broadly based representative advisory committee be created to advise the government about continuing education? 1 2 3

Comments:

16. Alternative forms of certification: Should the Ministry of Education and the Ministry of Colleges and Universities:

a) consider extending their recognition of non-traditional forms of learning? 1 2 3

b) encourage post-secondary institutions to extend their recognition of non-traditional forms of learning? 1 2 3

c) consider the establishment of an open learning institute to provide alternative ways to qualify for certification? 1 2 3

d) encourage the use of an array of assessment devices to determine credit for equivalent learning? 1 2 3

Comments:

17. Legislation for continuing education:

a) Should the Ministry of Education and the Ministry of Colleges and Universities:

i) introduce separate legislation concerning continuing education? 1 2 3

ii) extend and systematize current provision in existing legislation? 1 2 3

iii) refrain from making changes in legislation or other documents that suggest policy in this area? 1 2 3

b) If some changes in legislation were made, what would be the key areas of concern that should be mentioned? comments only

Comments:

18. Accountability for continuing education funding:

a) Should the Ministry of Education and the Ministry of Colleges and Universities continue to pay grants to institutions with no strings attached? 1 2 3

b) Should incentives be built in by earmarking some grants according to government priorities? 1 2 3

c) Is it possible or desirable to mandate a public accounting of continuing education grants and their use by institutions? 1 2 3

Comments:

19. Equitable funding of part-time credit courses:
For government funding purposes, should part-time credit courses be equitable with their full-time equivalents? 1 2 3

Comments:

20. Equity between full-time and part-time students:
Should the Ministry of Education and the Ministry of Colleges and Universities:

a) mandate an equity in fees and services between full- and part-time students? 1 2 3

b) encourage institutions to continue working toward demonstrable equity between full- and part-time students? 1 2 3

c) indicate that complete equity between full- and part-time students is not possible? 1 2 3

d) suggest that equity between full- and part-time students may be undesirable for both groups? 1 2 3

Comments:

21. Equitable funding for credit and non-credit courses in continuing education: Should the Ministry of Education and the Ministry of Colleges and Universities:

a) treat part-time credit and non-credit courses equally in their grants policies? 1 2 3

b) fund only credit courses? 1 2 3

c) give token funding to non-credit courses and proportionate funding to credit courses? 1 2 3

d) categorize courses by criteria other than credit value? 1 2 3

e) develop a system of funding that differentiates between credit and non-credit? 1 2 3

Comments: